



Subject: French	Year Group: 8	Unit 1: Comment je me vois (Studio 1 Module 1 Unit 3)
Unit objectives: Students will learn how to describe their character.		
Context for study: In year 7 pupils learnt some adjectives in Unit 6 to express their opinion about hobbies and they also learnt colours in Unit 7. They also studied some BRAGS (Beauty, Rank, Age, Goodness, Size) adjectives in Unit 10. The work on these units would have made them aware of word order when using adjectives and of feminine agreements (plural agreements not taught in Year 7). In Unit 6 pupils were also introduced to negatives with “je n’aime pas” (I don’t like). In this Unit pupils will be using the masculine and feminine form of regular adjectives adding the letter E in the feminine, adjectives that change their masculine ending to a different feminine ending: from IL to ILLE, from EUX to EUSE. Pupils will extend their sentences by using intensifiers before adjectives. Adjectives and intensifiers will be used regularly during the GCSE course, especially for productive language: Speaking and Writing. They will use adjectives considerably when talking about personality and relationships at GCSE.		

<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i></p> <ul style="list-style-type: none"> ● Retrieval practice: singular forms of verb “être” (to be) in the present tense; e.g. “je suis” (I am) ● Retrieval practice: common intensifiers (très/assez) ● Retrieval practice: adjectival agreements (gender) ● Retrieval practice: negatives ● Asking and Answering Questions: Tu es comment? Comment es-tu? ● Presentation of language: New adjectives. ● Introducing negative: je ne suis pas <p>Key language:</p> <ul style="list-style-type: none"> ● je suis... ● je ne suis pas ● modeste/drôle ● branché/poli/intelligent/charmant ● branchée/polie/intelligente/charmante ● gentil/gentille ● curieux/curieuse/généreux/généreuse

The Warriner School – Year 8 French Curriculum Map - Unit 1: Comment je me vois (Studio 1 Module 1 Unit 3)

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Common misconceptions: Omission of accents.</p> <p>Vocabulary: Spelling: e.g. généreuse / curieuse / polite</p> <p>Grammar: Omission of articles : e.g. j'aime musique. Forgetting feminine agreements</p> <p>Phonics: Pronunciation : pronouncing final consonants. Mispronunciation of gentille / curieux/curieuse/généreux/généreuse/assez</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary listed above, throughout lessons. Use of text. Regular knowledge and metacognitive checks through questioning and low stake testing. Structures in questions to support independent authentic writing and discussion as the unit progresses. Writing modelling using paragraph structure. Expanded success criteria used to support final assessment.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>1) Knowledge recall</p> <p>2) Disciplinary / procedural knowledge: Translation from French to English: Task 4 page 13 in Studio 1.</p> <p>IACT: Improvement And Correction Time: IACT use.</p> <p>End of Module assessment: Reading Assessment</p>	<p>High 5 Reading Strategy tasks.</p>